Expanded Learning Opportunities Program Plan Guide

Prepared by:
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This Program Plan Template Guide is required by California *Education Code* (*EC*) Section 46120(b)(2).

Note: This cover page is an example, programs are free to use their own seals and the name of their program.

November 2024

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name:Making Waves Academy
Contact Name: Brenda Ruiz
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Contact Title: ELO Program Coordinator
Contact Phone: (510) 730-9118

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Making Waves Academy

2.

3.

4.

5.

6.

7.

8.

Governing Board Approval Date:
Review/Revision Date:
Review/Revision Date:

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning":

Expanded Learning refers to before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (See [EC Section 8482.1(a).])

"Expanded Learning Opportunities":

Expanded Learning Opportunities has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (See [EC Section 46120(g)(1)]).

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at https://youth.gov/youth-topics/positive-youth-development.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

1—Safe and Supportive Environment

Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

Students will sign in upon arrival in the Middle School Commons, and daily attendance will be taken to start the program. This will help us identify which students are on campus and support us making sure we know where they are on campus. The student to teacher/mentor ratios will be less than their classroom averages in supporting less students to manage and keep safe.

Routines, expectations, and procudures will be established and reviewed regularly to support student safety physically and social-emotionally while in the program.
Support from our deans or social workers can be provided upon request for incidents related to discipline, social-emotional concerns, or other wellness concerns. Students will be supervised and supported daily for dismissal at the end of the program.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

Students will participate in Building intentional Communities (BIC) activities that focus on creating a program that promotes inclusion, gives students leadership opportunitites and help students develop into well-rounded critical thinkers.

Students are expected to follow MWA student handbook guidelines as well as expectations from the Marlin Academy Program. If any of the guidelines and expectations are not followed then students will have restorative conversations with ELO Program Coordinator.

2—Active and Engaged Learning

Explain how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

An emphasis on project-based learning and applied learning opportunities have been developed.

Technology tools will be utilized to differentiate learning and pace in supporting students.

Students will be able to participate in club/sports offered by MWA, and enrichment activities offered by Marlin Academy staff.

3—Skill Building

Detail how the program will provide opportunities for students to experience skill building.

Staff sits in core day classrooms to better understand the curriculum that students are learning and be able to better help students during homework time.

Reading Skills - Technology tools, individualized and group reading support, and public celebration of progress will be used to track student progress in their reading fluency and comprehension. We will set goals and track progress over time.

Writing Skills - Technolgy tools, projects, and journaling will be utilized to provide regular practice in writing - writing for different audiences and writing to reflect.

Math Skills - Technology tools will be used to differentiate and provide practice to students for developing and improving upon their math computation, math fluency, and math problem solving skills.

Collaborative Skills - Students will work together on projects to practice and develop their collaboration and communication skills.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

Students will rotate being team leaders. In this role, they will have responsibility to help organize their group for that week, make sure their team has all the materials needed for projects, and check back in any equipment or materials that remain at school, and act as peer support to move between activities.

We will conduct quarterly satisfaction surveys and self-reflection surveys to the students. This student input, along with a small group of student leaders, will help us prioritize and recommend specific actions to address or celebrate the data.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

Students will have regularly scheduled presentations and discussions regarding healthy choices and behaviors. These include topics such as addressing bullying behavior, emotional self-regulations strategies, and conflict resolution skills. Students will use technology-based tools to help facilitate reflection and discussion.

Students will be served snacks that comply with our stated healthy food and snack policies in our Student-Parent/Guardian Handbook that prohibits consumption on campus for items such as sodas, chips, and candy. As our school is a Provision 2 school in the National School Lunch Program, we would choose healthy snacks from our vendor who supllies them to us for our meals and snacks. We will reinforce the expectations as stated in our handbook for any students who try to bring in snacks that do not comply with our policy.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Include how the ELO-P will provide access for students with disabilities.

The program will offers students opportunities to experience cultural themed curricula, events, including celebrating cultural holidays and student diversity. Examples of the curricula includes PowerPoint presentation for each activity and related activities that give students opportunities to celebrate diverse cultural events and a platform for each student to share with their peers about their own unique background.

The program actively recruits students from target populations and ensures equal access to students with disabilities, English-language learners, and other students who have potential barriers to participate in the program. Students with disabilities will have full access to all pragmatic offerings and will work with the SPED department to ensure students needs are offered and met during the program.

7—Quality Staff

Staff Engagement

Detail how the program will provide opportunities for students to engage with quality staff.

All staff meets or exceed the Contra Costa County Office of Education (CCCOE)

requirements for Instructional Assistants. To ensure that all staff meets the minimum Instructional Assistant requirements, the program coordinator works with the MWA Talent Team to ensure new hire candidates directly supervising pupils undergo a rigorous screening and hiring process.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

The process includes a résumé review; interviews; a teaching demonstration and debrief; reference checks; a department of justice background check; and Tuberculosis screening.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

In partnership with the core day, staff will attend professional development prior to the start of school in August. Staff will also receive 1:1 coaching from coordinator. Coordinator will initroduce quality standards during team meatings that take place every Monday. Sign-Up for professional development opportunities provided by Region 4 ELO-P CCCOE

8—Clear Vision, Mission, and Purpose

Explain the program's clear vision, mission, and purpose.

The program's vision is to cultivate well-rounded, productive members of society through an academically focused program that complements core coursework while exposing students to a variety of activities that support their academic and social-emotional growth; health and well-being; college readiness; and school and community engagement.

The mission is to build resilience in students participating in the program by equipping them with practical tools and creating meaningful incentives so they can forge a better path for themselves. Students in the programs are taught about goal seeting and directed to focus on postive academic ourcomes.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

The program delivery is designed around a common vision to strengthen school and community coordination, communication, and implementation to best meet the needs of our families and students. The goal is for any collaborative partners and the program coordinator to meet consistently to share ideas, coordinate services, and plan additional offerings or services that could be provided.

Staff will collaborate with faculty and staff to ensures the integrity of the program including delivery of educational, literacy and educational enrichment elements and overall coordination of services.

The LEA will ensure programmatic and fiscal compliance. Collaboration among key partnerships will work together to submit all required reports and maintain accurate records for audits. These groups will ensure that the site is in compliance with all state and federal statutes, regulations, program plans, and eligibility requirements applicable to the program.

Site Administration and Leadership provide coordination and facilitation of regular school program in alignment to the program. They help communicate school expectations with the program staff and facilitate solutions to all issues and concerns.

Site Core-day Instructional Staff provides classrooms for the program, information concerning regular day instructional activities, as well as provide additional afterschool offerings such as clubs and sports. They communicate with and respond to staff inquiries in a timely manner.

Parents will be partners in making sure students needs are met. We plan to have parents provide feedback and assistance through telephone calls, completion of surveys, volunteering or participation in family events and serving as partners in upholding program rules and expectations.

Community Partners provide expertise and guidance in youth development and programmatic delivery. Community partners will be asked to provide presentations, special classes and activities, supplies, and staff development for the program.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

N/A

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

Program effectiveness is monitored through data analysis as well as parent surveys and feedback from students, program instructors, instructional staff and administration.

Students, parents, program staff, core-day instructional staff, and community partners are all involved in the ongoing design and development of the program. This collaborative group is tasked with ensuring that the program's mission, vision, goals, and expected outcomes are in line with the needs of the community.

Data Analysis informs program improvements.

Engagement and collaboration will be part of the improvement plan. To evaluate whether the program is meeting its academic goals, we will periodically analyze academic data to see the effectiveness of the support provided to enrolled students

Just as students are surveyed periodically throughout the year, families, program staff, core-day instructional staff, and other community partners will have the opportunity to participate in similar surveys to give back feedback. Program feedback and suggestions will be used to evaluate if programmatic shifts are needed.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

The sites executive district team will support to prepare all fiscal reports within the reporting and auditing standards required by the CDE.

Ongoing training and technical assistance is provided by the programs coordinator for all staff and stakeholders involved during the program evaluation and systems implementation periods.

The programs coordinator assumes primary responsibility for the evaluation design, developing materials and procedures, providing training and monitoring data collection. The program staff will be responsible for collaboratively analyzing and reporting outcome results.

The monitoring of student academic progress is facilitated by the program coordinator in collaboration with the regular day teachers and the enrichment instructors.

This collaboration assists the program in tailoring the instruction to meet the identified needs of the students. Standardized benchmark assessments are reviewed in collaboration with the sites academic instructional team and recommendations are made to core-day instructional staff to ensure students are on track to meet the state standards in the core subject areas.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program[3]. How does this budget reflect the needs of students and families within the community?

$496,348.00

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

Use of the budget will be to be able to offer more enrichment based activities for the students to engage with. Looking for quality instructional materials and also creating opportunities to be able to bringvendors that specialize in arts, dance, music.

[1] (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

[2] (California School Accounting Manual (CSAM) Procedure 905; Education Code (*EC*) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

[3] (*EC* 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B]

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? ☐ Yes ☒ No

Do you have a 21st CCLC Grant?☐ Yes ☒ No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

N/A

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (See [EC Section 46120(b)(2)(D)]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

N/A

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

Application for the program is deistibuted by SchoolMint to reach all 5th and 6th grade families. The application is a Google Form that stores all of the applications on Google Drive. The application is both in english and spanish. Parents are sent reminders of intercession days or events happening in the program theough ParentSquare which allows parents to choose their prefferred language to receive communication. During orientation parents ELO Coordinator invites families to apply if they have not done so.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Academy Of Science San Francisco- Students will be able to learn about marine life, coral reef biodiversity, local California ecosystems, and global sustainability solutions. Connecting to the Oceanic Exploration Class they have been taking during the first semester. It will take place in November during intercession date. Transportation will be on bus. Buses will depart Making Waves Academy at 9:30am and return

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

N/A

Sample Program Schedule- Regular Schoolday

Please include a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). **Programs are required to**

include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.

8:30 9:15 45 Homeroom

9:20 10:30 70 Period 1

10:30 10:40 10 Break

10:45 11:55 70 Period 2

11:55 12:30 35 Lunch

12:35 1:45 70 Period 3

1:50 3:00 70 Period 4

3:00-3:15 ELP Snack

3:15-4:30 Homework Hour

4:30-5:30 PBL/Enrichment

Additional Legal Requirements

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

Operations, Sites, ELO Program Plan, Family Fees, Ratio
EC **Section 46120(b)(2):**

>Local educational agencies operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:
>
>(A) The department's guidance.
>
>(B) Section 8482.6.
>
>(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
>
>(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

Regular Schooldays and Hours
EC Section 46120(b)(1)(A):

>On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours
EC Section 46120(b)(1)(B):

>(A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
>
>(B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

EC **Section 46120(b)(3):**

Local educational agencies shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunity programs across their attendance area.

Grades Served
EC **Section 46120(b)(4):**

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners
EC Section 46120(b)(6):

Local educational agencies are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunity programs offered across their attendance areas.

Audit
EC Section 46120(c)(1):

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals
EC Section 8482.3(d)(1-2):

(A)   [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

(B)   [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale
EC Section 46120(b)(5):

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio
EC **sections 8483.4(a) and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal.

The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

Program Components
EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A)   An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B)   An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Third Party Notifications
EC Section 8483.4(b-d):

(A)   When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).

(B)   For purposes of this section, an "event" includes any of the following:

(1) Death of a child from any cause.
(2) Any injury to a child that requires medical treatment.
(3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
(4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
(5) Epidemic outbreaks.

(6) Poisonings.
(7) Fires or explosions that occur in or on the premises.
(8) Exposure to toxic substances.
(9) The arrest of an employee of the third party.

(C) Any other event as specified by the local educational agency.
When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.